



encourage bicycling and walking as a safe and preferred method of travel to school. We also suggest that this program be used to increase the safety of children as they move through school parking lots, drop-off zones and nearby streets.

Teaching others is fundamental to increasing the constituency of pedestrian advocates. Sponsoring a training course and setting up a speakers bureau “how-to” sheets are included to help other individuals and entities educate others about the benefits of walking.

HOW-TO SHEETS

The “how-to” sheets are designed to provide “off-the-shelf” directions for entities and individuals wishing to implement some of the ideas included in these guidelines.

The pedestrian review “how-to” sheet is especially useful in assessing the extent to which an area is safe, comfortable or a destination.

The Pedestrian Zoning Review Checklist can provide guidance to municipalities, neighborhoods and individuals that want to examine the extent to which a site plan or request for rezoning considers pedestrian travel and the needs of pedestrians.

The Safe Route To School “how-to” sheets are designed for parent-teacher organizations, schools, school districts and others that are concerned with children’s health and safety and want to



HOW TO CONDUCT A PEDESTRIAN REVIEW

What Is A Pedestrian Review?

A pedestrian review (or walkability study) is an examination of the environment, facilities, and conditions of a specific area. The goal of the pedestrian review is to assess the quality of the walkable environment. Facilities, safety, security, aesthetics, pleasure, motorist behavior, and access to transit all contribute to walk-ability. Furthermore, a good pedestrian environment should be useable and safe for all including the young, the elderly and those with disabilities. Also refer to the *Kalamazoo Non Motorized Transportation Plan*¹.

Why Conduct a Review?

- *To raise awareness about facilities, considerations for improving facilities, the walking environment, and the overall safety of an area.*
- *To educate people about who is walking in an area and their specific needs.*

- *To focus attention on a specific opportunity or problem.*
- *To assess the pedestrian environment prior to a planning or design effort.*

When Should a Review Be Conducted?

Pedestrian reviews can be conducted any time. They are helpful to assess what needs to be done to improve an area, how well existing facilities are performing, and to make mid-course corrections to existing plans and designs.

Who Should Conduct the Review?

Anyone can conduct a review, and the more people that are involved, the better. Including area residents, business people, children, people with disabilities, older people, people who may not speak or read English, design professionals, engineers and staff and elected and appointed members from the community will enhance the amount and quality of information gathered on the review. Upon deciding where to conduct the review, invite people who work in local businesses, residents, representatives from the neighborhood organizations as well as elected officials and local government staff. It might be beneficial to involve professional organizations that have expertise in transportation design or pedestrian design and safety.

Where Should a Review Be Conducted?

A pedestrian review must always be conducted at the site. It can be conducted at an intersection or a stretch of sidewalk as well as a downtown, a shopping center or shopping mall, a parking lot, a school a park, stadium, bus stop or any other place where people walk.

¹ <http://www.dot.state.ia.us/trails/ped-bikeHandbook/Appendix4.html>).

How Is a Review Conducted?

Use the sample review form on the following page. This form is adapted from the Kalamazoo *Non-Motorized Transportation Plan* and can be customized for any particular area or site.

Resources

Federal Highways Administration

<http://www.walkinginfo.org/pdf/r&d/ucourse.pdf>

Paper on Pedestrian Audits

<http://www-civil.eng.monash.edu.au/people/centres/its/WorkshopsSeminars/PastActivities/caitr/Lillis.doc>

Sample Audit Forms

<http://www.dot.state.ia.us/trails/ped-bikeHandbook/Appendix4.html>

Conducting a Walkability Audit with ARCPad GIS

<http://www.uoregon.edu/~schlossb/arcpad/walkability/walkability.htm>

The Walkable Community Workshop Report (for an example of a report based on a series of audits)

http://www.bikewalk.org/assets/Reports/WCW_NM.pdf

PEDESTRIAN REVIEW

The purpose of a pedestrian review is to assess the quality of the walking environment in a chosen study area. Facilities, safety, security, aesthetics, pleasure, motorist behavior, and access to transit all contribute to making an area safer and more comfortable for pedestrians (refer to the Specific Design Guidelines in this document).

Getting Started

- ☐ Select a study area or site for evaluation.

Make a rough map of the study area. Maps are accessible through a variety of internet sites such as mapquest.com or multimap.com. Show destinations (like shopping centers, stores, schools, parks, libraries or other places that attract people) on the map.

- ☐ Select a time, date and starting location for the review. End the review at the same location.
- ☐ Provide a copy of this checklist and the map to everyone participating in the review.

Conducting the Review

- ☐ Ask everyone to examine the checklist and the map to become familiar with the area to be reviewed.
- ☐ As each person walks, encourage the use of boxes on the review form as potential situations and issues are encountered. Encourage participants to write notes on the review forms and indicate items that are successful as well as areas that need improvement.
- ☐ Note locations of specific concerns or successful items on the map.
- ☐ Bring a camera. Take pictures of key areas or items that need to be remembered.
- ☐ At the conclusion of the audit, discuss the audits and findings. Take notes at the discussion and collect the completed forms from participants.
- ☐ Formalize the findings into a report.

PEDESTRIAN REVIEW CHECKLIST

	RATING 1-5 where 1 is strongly disagree and 5 is strongly agree	COMMENTS
Is There a Place to Walk?		
Sidewalks are provided.		
Sidewalks are continuous.		
Sidewalks are clear.		
Sidewalks are in good repair.		
Is it Possible to Cross the Street Safely?		
Crosswalks provided where needed.		
Pedestrian signals are on traffic light poles.		
Mid-block crossings are provided where needed.		
Timing of the traffic lights are adequate to allow people to cross comfortably.		
The intersection width is such that it is comfortable to cross.		
Universal Access - Are the Needs of all Pedestrians Accommodated?		
Curb cuts/ramps are available.		
Ramps lead into crosswalks and not into traffic lanes.		
The width of the sidewalk is adequate for two people to walk abreast.		
The condition of the sidewalk is adequate.		
The boundary of the sidewalk is discernible to pedestrians with low vision.		
Crossing signal actuators are working and accessible.		

	RATING 1-5 where 1 is strongly disagree and 5 is strongly agree	COMMENTS
There is enough time to cross the street.		
Is it Pleasant and Convenient to Walk?		
There is enough shade.		
Vegetation provides a shady and comfortable environment.		
The route is free of litter, trash, and debris.		
The route is well lit.		
There is not too much traffic.		
The traffic is not too fast.		
The traffic is not too close to the walkway.		
There is pedestrian access to key destinations.		
The walkways directly access building entrances.		
Do Drivers Behave Well?		
Drivers yield to pedestrians.		
Drivers do not block the crosswalk when they are turning.		
Drivers do not back up without looking.		
Drivers do not block the sidewalk when they are pulling out of parking areas onto the street.		
Is Transit Access Convenient?		
The transit stop is served by a sidewalk.		
The transit stop is close to the main destination.		

	RATING 1-5 where 1 is strongly disagree and 5 is strongly agree	COMMENTS
There is a transit shelter.		
It is easy to get to the transit stop.		
The transit stop has seating.		
The transit stop feels safe.		
It's easy to transfer from this transit stop.		
The park and ride feels safe.		
Are There Amenities for Pedestrians?		
There are places to sit along the way.		
Drinking fountains are provided.		
There are trash receptacles.		
There are signs that clearly mark the route.		
There are nearby restrooms.		
Route information is posted.		
There is night lighting.		

PEDESTRIAN ZONING REVIEW CHECKLIST

This check list will help in the review of a rezoning request or a site plan to determine if a pedestrian area is safe, comfortable, and/or a destination.

- ☐ Is the pedestrian facility clearly marked for pedestrians or is it marked as a multi-use facility?
- ☐ If the facility is marked as a pedestrian only facility, are bicycle and other non-motorized facilities clearly marked and equally provided?
- ☐ Are on-street bicycle lanes provided and clearly marked?
- ☐ Are trash receptacles conveniently provided?
- ☐ Are pet waste amenities (such as pet waste receptacles and bag holders) provided?
- ☐ Are bicycle parking areas close to buildings identified?
- ☐ Is access from surrounding streets and neighborhoods identified?
- ☐ Is this access secure (e.g., patrolled, lit, visible)?
- ☐ Is adequate separation from vehicle traffic flow provided?
- ☐ Are there public drinking fountains?
- ☐ Open space and landscaping softens built environment and creates interest?
- ☐ Are there shade trees?
- ☐ Is there protection from elements with structures (sun, rain, hail, etc.)?
- ☐ Does the pedestrian environment provide a sense of overall safety?
- ☐ Is there lighting along off-street pedestrian routes that creates a sense of security and safety?
- ☐ Do buildings provide “eyes on the street” with porches, balconies, windows, and doors?
- ☐ Are there public and/or emergency telephones that are operable by children?
- ☐ Does street-level lighting create a sense of safety along parallel sidewalks?
- ☐ Are parking lots well lit?
- ☐ Are there opportunities for unregulated pedestrian crossings?
- ☐ Do vehicular speeds create a danger to pedestrians?
- ☐ Does traffic flow create a danger to pedestrians?
- ☐ Are there regulated pedestrian crossing areas through school parking lots, driveways, drop-off areas and delivery areas?

- ☐ Are there comfortable buildings/street setbacks?
- ☐ Are arcades and/or shade structures that lead to main entrances integrated into buildings?
- ☐ Are building entrances inset to provide refuge from vehicular traffic?
- ☐ Are building entrances accessible and visible from the surrounding sidewalks?
- ☐ Are building entrances accessible and visible from parking areas?
- ☐ Does the architectural character define a sense of neighborhood/community?
- ☐ Are building signs easily read (letter size, color contrast, etc.)?
- ☐ Do visual terminations break walking trips into defined segments?
- ☐ Are there clearly marked pedestrian ways from the surrounding sidewalks to the buildings' main entrance?
- ☐ Do parking lot signs clearly direct pedestrians and vehicles?
- ☐ Are there well-marked crosswalks at intersections (painted, alternative material, etc.)?
- ☐ Are there well-marked crosswalks at other locations (mid-block, on-site)?
- ☐ Are there pedestrian activated "walk" buttons at crosswalks?
- ☐ Do "count-down" crosswalk signs show time remaining to cross?
- ☐ Do traffic speeds create a sense of pedestrian vulnerability?
- ☐ Do curb cuts at intersection direct people into crosswalks and not diagonally into the traffic lanes?
- ☐ Do crosswalks have audible signals?
- ☐ Do medians provide designated "refuge" locations for street crossings of wide streets?
- ☐ Does neighborhood specific signage visible from the street and sidewalk help create neighborhood identity?
- ☐ Is there area lighting along pedestrian routes from the school property perimeter to the entrances of school buildings?

School Zones

- ☐ Are students visible to motorists from a reasonable stopping distance?
- ☐ Are students visible to crossing guards from a reasonable distance?

Pedestrian Policies and Design Guidelines

- ☐ Is the school bus drop-off/pick-up zone separate from the pedestrian traffic moving from the school's main activity areas to surrounding sidewalks in order to reduce pedestrian congestion and/or confusion?
- ☐ Are there well-marked bus stop areas?
- ☐ Bus drop-off/pick-up driveways do not cross pedestrian routes into the building's main activity area in order to reduce conflict points?
- ☐ Parent drop-off/pickup driveways do not cross pedestrian routes into the building's main activity area in order to reduce conflict points?
- ☐ Student/staff/faculty parking driveways do not cross pedestrian routes into the building's main activity area in order to reduce conflict points?
- ☐ Are there crosswalks approaching school readily visible to traffic (no blind curves, etc.)?
- ☐ Is there adequate time for children to cross the street on the "walk" button?
- ☐ Have traffic calming techniques been used in areas surrounding school?
- ☐ Are high visibility signs installed along roads indicating presence of school and children?



THE SAFE ROUTE TO SCHOOL PROGRAM

What Is a Safe Route To School Program?

Safe Routes to School programs are sustained efforts to assess and take measures to make walking and biking conditions on the route to school safe, comfortable, thus encouraging children to walk and bike these routes.

Why Is a Safe Route To School Program Beneficial?

There are plenty of great reasons to walk to school – less traffic, safer streets, cleaner air – but one of the best is that children and parents will be healthier. Obesity rates among children have more than doubled in the past twenty years, according to the National Longitudinal Study of Youth. Even worse, rates of obesity are much higher among minority children than among white youth, suggesting a grave social inequity in the availability of safe, healthy recreational opportunities.

Who Should I Contact to Organize a Safe Route To School Program?

Walktoschool.org is one of the premier websites dedicated to the Safe Route To School concept and can be accessed at <http://www.walktoschool-usa.org/index.cfm>. Other organizations such as the National Center for Bicycling and Walking have extensive information on the Safe Routes to School Concept. Their website is located at: http://www.bikewalk.org/safe_routes_to_school/SR2S_getting_started.htm.

Where Are Safe Route To School Programs Offered?

The Safe Route to School concept is international. Programs are offered in Europe, England, Australia and other locations globally. In the United States, programs are pervasive throughout all States. Transact, a transportation advocacy group has published a summary of Walk to School Programs Nationwide. It can be accessed at <http://www.transact.org/report.asp?id=49>.

How Do I Conduct the Review?

Use the sample review form on page 93. This one is adapted from the Kalamazoo Non-Motorized Transportation Plan. This form can be customized for a particular site or area.

Resources

**National Highway Traffic Safety Administration
Safe Routes To School Handbook**

<http://www.walktoschool-usa.org/downloads/SR2S-NHTSAtoolkit.pdf>



ORGANIZING AND CONDUCTING A SAFE ROUTE TO SCHOOL PROGRAM

Safe Routes to School programs are sustained efforts to assess and take measures to make walking and biking conditions on the route to school safe and comfortable and enabling and encouraging children to walk and bike these routes.

Getting started

- Identify the school.
- Contact the Principal of the school, the Parent Organization, the transportation manager, and staff from the local jurisdiction. Let them know a Safe Route to School program is being organized and encourage them to get involved.
- Identify within the school a Safe Route to School team. Ask the school or Parent Organization to sponsor the team and its work.
- Make a rough map of the area not served by school busses. Access maps through a variety of Internet sites such as mapquest.com, multimap.com, or from the local jurisdiction.

On the map, show the location of the school and crossing guards.

- Advertise the program and enlist support from parents, teachers, and local neighborhood or business groups.

Kick off the program

- Kick off the program with a meeting of all those that are interested. Identify ideas to educate others about safe routes to school that could be implemented throughout the year.
- Conduct an identification and review for routes that are used to walk to school. Select a time, date, and starting location for the review. End the review at the same location. Provide a copy of the Safe Route to School checklist and the map to all participants in the review.
- After the kick-off review, identify specific improvements to the routes children use to walk to school. Prioritize the improvements and work with the local school district, government, and other organizations to make them happen.

Sustain the effort

- Organize and conduct regular events throughout the year to keep the program in the forefront, raise money and provide continuity. For example, some groups designate one day a week for walking. Others create walking school busses that are formed on a regular schedule. Some provide t-shirts for children and parents to wear at specific “walk to school” events.
- Use signs posted along the routes to school and other techniques (such as advertisements in school flyers and booths at school fairs) to let others know that the school participates in a Safe Route to School program.

CONDUCTING A SAFE ROUTE TO SCHOOL REVIEW

- Ask participants to look over the checklist and the map to become familiar with the area to be reviewed.
- As each person walks, encourage them to use the boxes on the review form to check off as they encounter the potential situations. Encourage them to write notes on their review form and indicate items they think are successful as well as areas that need improvement.
- Note locations of specific concerns or successful items on the map.
- Bring a camera. Take pictures to help remember what was seen.
- When the group reconvenes, discuss the audit and findings. Take notes at the discussion.
- Formalize the findings into a report.

SAFE ROUTE TO SCHOOL CHECKLIST

COMMENTS	RATING 1-5 where 1 is strongly disagree and 5 is strongly agree	COMMENTS/SPECIFIC AREAS THAT DESERVE NOTE
Sidewalks and pathways are clear of obstacles, in good condition, and continuous along the route.		
Sight lines from vehicles and the sidewalk are unobstructed.		
There are crosswalks and pedestrian signals at busy streets and intersections.		
Curb ramps are present at intersection crosswalks and are ADAAG compliant (refer to the Specific Design Guidelines in this document for details).		
Drivers yield to pedestrians at driveways and crosswalks.		
Secure and convenient bicycle parking is available at school.		
There is sufficient operating width for bicycles along the route.		
Curb radii are small (30' radius or less), to discourage fast vehicle cornering.		
Drivers, pedestrians, and bicyclists behave appropriately.		
Sufficient sight distances and visibility are provided, especially for pedestrians less than 5 feet tall.		
There are adequate and visible signing and pavement markings.		
There is enough lighting.		



HOW TO SPONSOR A TRAINING COURSE

What Should Be Researched Before Starting

Is there enough interest in this topic to offer a course?

Check with other professional organizations to learn if their members have expressed interest in this topic or if they go on personal experience and intuition.

How many people should be planned for?

This depends on the venue, the size of the community, and the amount of interest that is determined exists from the course. Other entities that have offered courses on similar topics can be asked about the number of registrants they received. Always plan for some flexibility in the numbers.

Can this course provide professional education credits that would be accepted by a professional organization?

That depends on the organizations. Contact professional organizations such as the American Planning Association, Professional Engineering Association, and other entities to determine what they require in order to accredit the course.

How are other training sessions organized?

Since it helps to learn from others, attend any type of training session to discover what could be done better and what is successful.

What To Do First

Determine the course and course content

A training course can be a broad overview of a general topic (such as pedestrian safety) or a detailed examination of a specific topic (pedestrian safety and crosswalk design). Decide what level of interest exist for a course by asking professional organizations, sending out an email survey to professionals that might be interested in this area or, through personal experience. Once the course topic is decided, write it down and use this description to advertise the course to prospective participants.

Develop a budget

It is customary to charge for a course or class to cover expenses. Expenses could include room rental fees, speaker fees or honorariums, snacks during breaks or meals; room rental fees, audio visual equipment fees, costs associated with mailings, manhours to organize the course, staffing that may be necessary at the event and materials that may be distributed at the course. The charge should also consider that preparations will be made for people who may not attend or who may attend and not meet their commitment by paying for the class.

Find a sponsor

It is always a good idea to have a sponsor for a training course. A sponsor demonstrates to others that the training is recognized by other experts in the field as worthwhile and valuable to practicing professionals. Good ideas for sponsors include public entities, civic, professional or advocacy organizations. Sometimes sponsors will provide “seed” money (which may or may not have to be repaid) that can be used to pay room deposits, advertising costs and mailing costs and other start-up fees.

Find a trainer/trainers

It is customary to pay a fee for the teacher or trainer's time and to pay for their travel expenses. Most trainers or teachers have a set fee that they charge to provide a course.

If there is no funding for a trainer, one can always ask local professionals or university professors to speak on a topic in their area of expertise. Depending on the length of the event, several local experts might be asked to speak on different topics throughout the day.

FHWA offers a three day pedestrian and bicycle training course. Contact FHWA for more information: Federal Highway Administration, 400 Seventh Street, SW, Washington, DC 20590.

Contact the ADOT Bicycle and Pedestrian Coordinator or MAG Pedestrian Planner for information on organizations that provide classes on pedestrian design and safety.

Pick a date

Are there other events that would attract a similar audience, planned on the day or during the month this class is being offered?

Don't plan an event in the same week or on the same day as another event that would attract a similar audience. If possible, don't plan the event in the same month or quarter that would attract a similar audience.

Make it easy for people to come by planning the event at a time when people are not distracted by the holiday season or other religious or secular holidays.

Find a location

Schools, civic buildings, community centers and hotels and resorts generally offer large meeting rooms for a nominal fee. Telephone these entities to determine availability, costs, and facility capacity.

What to do Next

Spread the word

Advertise the course on the Internet, through advertisements in professional association newsletters, on posters at universities, and at events that might attract an audience similar to one that might attend this course.

Organize and get ready!

Make sure to keep track of paid and unpaid registrations. As the date of the training draws closer, reconfirm commitments, helpers, and speakers.

Resources

National Training Partnership

<http://www2.edc.org/NTP/trainingdesign.htm>



HOW TO SET UP A SPEAKERS BUREAU

What is a Speakers Bureau?

A Speakers Bureau is a virtual “room” of people who are willing and able to speak to groups on a particular topic. By their participation in the bureau, they agree to speak to community groups, professional organizations and other entities on a particular topic, in this case, pedestrian environments and pedestrian facility design. The Bureau can consist of one to an infinite number of individuals who are willing to educate and inform others.

How Will a Speakers Bureau Help Improve Pedestrian Design in my Community?

A Speakers Bureau is an effective and cost efficient way to reach out to a community and communicate with it. Speakers, who may be individuals that have expertise in pedestrian facility design and pedestrian environments, community members or anyone else that is engaged in the topic can take a message or an idea directly to people who have expressed an interest by their willingness to listen.

Speakers for this topic are, in effect, ambassadors for enhancing the quality of the pedestrian environment in the community.

Speakers are a walking billboard. At each event, they interact with many individuals and can help to build a constituency for effective pedestrian design.

Speakers also are a great mechanism for bringing back issues and ideas from the community that can be incorporated into the effort.

Setting Up a Speakers Bureau

Decide on the purpose of the Speakers Bureau

Determine if the Speakers Bureau is intended to rally people to a cause, such as improving the pedestrian environment in a particular area or areas, raise awareness of pedestrian issues in general. For example, to get communities to be more vigilant about the quality of pedestrian design in their community, or to just get people thinking.

Identify and Recruit Speakers

Based on knowledge in this area, contact and identify people who are willing to speak about this topic. For most types of speaking, enthusiasm, personality and the ability to “read” and engage the audience are more important qualities than a deep down and exhaustive knowledge of the subject matter². Place announcements that the speakers bureau is looking for speakers in local trade and professional organization publications. Remember, by setting up the bureau and organizing it, many people benefit. Most professionals will see the speakers bureau as a way to softly advertise their line of work and meet potential clients.

² <http://www.museummarketingtips.com/articles/spbureau.html>

Set up an organization meeting to formally outline what is expected of speakers and the workings of the Speakers Bureau

At the meeting, have each speaker fill out a form that can be referenced when selecting a speaker for an event; days and times the speaker would be available and areas of expertise. Ask each speaker to provide a list of organizations and entities that they think might benefit from hearing a speaker. Use the organizational meeting to review how the speakers bureau will do business. This could include handing out talking points, rules on gifts and honorariums, advertising the speakers' business, how to provide follow up information, and other information. Finally, make sure that the process for setting up a speaking engagement is outlined and formalized, including confirmation, and follow up (thank you) letters.

Make sure the right equipment is available

Make sure that if the speakers plan to use slides, that the event will provide a screen and projector, or that they can be provided for the speaker. Likewise, if materials are to be distributed, make sure there are enough and provide them to the speaker prior to the event.

What To Do Next

Publicize the Speakers Bureau

Use the speaker's contacts and those of the organizers to publicize the speakers bureau. Other opportunities for publicity include issuing a press release, advertising in local professional and trade publications, providing flyers at events where potential audiences may be in attendance, and leaving flyers in public places, restaurants and on community bulletin boards.

Keep records and lists of attendees

If the intent of the speakers bureau is to organize or bring people together around a common issue, keep lists of people who attended meetings where the speaker was present. These lists can be used for future mailings and organizing or for information efforts. Keep abreast of community thinking by sending follow up questionnaires to attendees. "Debrief" the speaker to learn about new ideas, topics, and areas that might be of further interest.

Resources

Museum Marketing Tips

<http://museummarketingtips.com/articles/spbureau.html>

Reconsider

<http://www.csdp.org/active/SPEAKERS.PDF>

Shriners

<http://www.shrinershq.org/shrinersonly/prstuff/speakersbureau.html>

Speakers Platform Speakers Bureau

<Http://www.speaking.com/10tips.html>